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ABSTRACT

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

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A SUMMARY OF SIX MAJOR EVALUATION REPORTS ON FOLLOW THROUGH IN PHILADELPHIA 1974-1975

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ABSTRACT

The Follow Through Program in Philadelphia is comprised of seven of 20 educational models implemented nationally: Bank Street, Behavior Analysis, Bilingual, EDC (Educational Development Center,) Florida Parent Educator, Parent Implemented and Philadelphia Process. In the 1974-75 year, grades K-3 children within the seven models across 18 Follow Through schools were involved in the program and constitute the Total Follow Through population (TFT). The total Non-Follow Through population referred to (TNF) parallels the national evaluation sample tested in Philadelphia by Stanford Research Institute.

Under local auspices the program was expanded into 46 new schools at the kindergarten level in March, 1975. Four model "options" were selected for implementation which represent local variations of the Bank Street and Behavior Analysis Models.

This report is a non-technical summary of six major evaluation reports on the program in Philadelphia, 1974-75. The following are the major findings:

I. Pupil Achievement

Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through (TFT) exceeds Total Non-Follow Through (TNF) performance in all test areas in kindergarten through second grade, but not in third grade. The Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place.

Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length-of-program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6.

II. Teacher and Pupil Continuance; Pupil Absence

Over the four year period, 1971-72 to 1974-75, there appears to have been sufficient program continuity to produce its intended longitudinal effect. Fifty-nine percent of the teachers and 64% of the pupils remained in the program over the four year span.

Absence data indicate that in the program as a whole, 54% of all children had absence rates of 15 days or less. In addition, Head Start or equivalent experience is consistently associated with higher attendance.

III. Supportive Services and Parent Involvement

Supportive services information indicates that 1732 pupils (71% of those referred) were treated for medical problems; dental treatment was provided for 1611 pupils (85% of the referrals.)

IV. Expansion Program: Pre-program Data

Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program.

A
SUMMARY OF SIX MAJOR
EVALUATION REPORTS
ON FOLLOW THROUGH IN PHILADELPHIA
1974-1975

The local evaluation staff prepared six major evaluation reports on the Follow Through Program in Philadelphia for 1974-1975. This is a non-technical summary of those documents (listing attached). The report is divided into five sections:

I. PUPIL ACHIEVEMENT CHARACTERISTICS

A. Cross-sectional Data

B. Quasi-longitudinal Data

II. TEACHER AND PUPIL CONTINUANCE; PUPIL ABSENCE

A. Continuance and Transience Among Teachers and Pupils, 1971 - 1975

B. Follow Through Pupil Absence Rates

III. SUPPORTIVE SERVICES AND PARENT INVOLVEMENT

A. Supportive Services in Follow Through

B. Parent Involvement in Follow Through

IV. EXPANSION PROGRAM: PRE-PROGRAM DATA

V. SUMMARY AND CONCLUSIONS

GLOSSARY

I. PUPIL ACHIEVEMENT CHARACTERISTICS, FEBRUARY 1975:

The findings of this section are based on an analysis of program performance on city-wide tests administered in February 1975. The Stanford Early School Achievement Test (SESAT) was administered in kindergarten, and the California Achievement Test (CAT) in all other grades. The data are examined both from a cross-sectional and a quasi-longitudinal point of view. From a cross-sectional perspective, comparisons are made between total groups tested in February, 1975 without reference to such factors as length of program exposure or previous Head Start or equivalent experience. From a quasi-longitudinal perspective, in contrast, those pupils who have received the maximum desirable exposure to the model (i.e., kindergarten - one year, first grade - two years, etc.,) and who have had prior Head Start or equivalent experience receive particular focus.

A. Cross-Sectional Data

1. Comparison of all Groups in Terms of Mean Score Differences and Percentages Scoring above the 50th and below the 16th National Percentile, February 1975.

A primary form of cross-sectional analysis is the comparison of Total Follow Through (TFT)[1] performance with Total Non-Follow Through (TNF)[2] performance on three criteria, i.e., 1) mean score, 2) percentages above the 50th percentile, and 3) percentages below the 16th percentile.

[1] TFT = K-3 pupils within the seven instructional models in Philadelphia namely Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center).

[2] TNF = K-3 pupils paralleling the comparison group employed in the National Follow Through Evaluation.

When TFT is compared with TNF on all three criteria, it exhibits superior performance in all test areas[1] at the kindergarten and first grade levels on mean performance and percentage above the 50th percentile in all test areas at the second grade level. TFT fails to exceed the TNF groupings in third grade.

In terms of specific model performance the Behavior Analysis and Parent Implemented Models (the latter is a single school model, however) generally exceed their district NFT (Non Follow Through) groupings at all grade levels. The Bank Street and EDC Models exceed their district NFT groupings at grades K-2. Philadelphia Process exceeds its district NFT grouping at K and 1, and the remaining two models (Florida Parent and Bilingual) do so at K and 2 respectively.

2. Inter-Model Comparisons in Terms of Rankings on Mean Raw Score (SESAT) or Mean ADSS Scores (CAT), February, 1975.

In kindergarten, the Florida Parent Model ranked first overall, Bank Street ranked second and Parent Implemented third. In first grade, Behavior Analysis ranked first overall, Bank Street second and Florida Parent third. In second grade, Behavior Analysis ranked first, Parent Implemented ranked second and EDC third. In third grade, Parent Implemented ranked first, Behavior Analysis ranked second and Philadelphia Process third.

When all grade ranks are combined, the ranking procedure indicates that the Behavior Analysis Model ranks first overall, the Parent Implemented Model second, and the Bank Street Model third.

[1] In kindergarten, the scores for Environment, Mathematics, Letters and Sounds, and Total Battery were selected for analysis.

In grades 1, 2 and 3, the scores for Total Reading, Total Mathematics, Total Language and Total Battery were selected.

3. Comparison of Mid-Year 1975 Performance with 1974 End-of-Year Performance on the SESAT and CAT, in Terms of National Pupil Percentile Ranks Corresponding to Mean Scores.

The findings in this section should be regarded with some degree of caution, since comparisons are made between mid-year and end-of-year testing periods involving different norms tables and different pupils, though the test publishers indicate they are comparable. In addition, kindergarten test data for the Parent Implemented Model were not available in 1974 and therefore could not be included in this analysis.

Overall, the 1974-1975 results indicate that TFT exhibits higher percentile rankings than in 1973-1974 at all grade levels, K-3, and gains more than TNF in grades K-2.

At the kindergarten level, among the models, all models showed considerable gains except the Bilingual Model which registered slight gains (and Parent Implemented for which data were unavailable). In first grade, the strongest gains were registered in the language areas and spelling with the Bank Street, Behavior Analysis and Florida Parent Models recording substantial gains overall. Whereas the Behavior Analysis Model gained more in language and reading, and the Florida Parent Model gained more in language and mathematics, the Bank Street gains were fairly equally distributed across all three areas.

In second grade all Follow Through models registered sizeable gains over last year's pupil percentile ranks, and in third grade the Philadelphia Process, Behavior Analysis and Bank Street Models gained most.

4. Fourth-Grade "Baseline" Data

As part of the local expansion of Follow Through, the program was extended into fourth grade just after the mid-year testing program in 1975. The test data simultaneously provide "baseline" measures for the fourth grade program and information on Follow Through "graduates." Results indicate that the Parent Implemented, Bank Street and Philadelphia Process Models rank first, second and third, respectively at that grade.

B. Quasi-Longitudinal Data

The following analyses are based on a locally developed longitudinal file containing records of all pupils ever enrolled in the program for five months or more in any year. As already noted, file data for children who have received the maximum desirable exposure to the model (i.e., kindergarten - one year, first grade - two years, etc.) and who had or did not have previous Head Start or preschool experience are of primary concern in these analyses. In addition, the effect of pupil absence rates on performance is examined. Patterns of continuity of these effects over the years are also presented.

1. The Effect of Head Start or Equivalent Experience

For TFT a Head Start effect is observed (i.e., higher performance by maximum exposure pupils with prior Head Start than by maximum exposure pupils without Head Start) for both reading and mathematics at all grades K-6. The strongest Head Start effects in reading occur in the

Bank Street and Philadelphia Process Models for the program grades (K-3) and in the Parent Implemented and Philadelphia Process Models for the post-program grades (4-6). The strongest Head Start effects in mathematics occur in the Parent Implemented and Philadelphia Process Models for the program grades, and in the Bank Street and Behavior Analysis Models for the post-program grades.

For three of the past four years, the Head Start effect is consistent for TFT at grades K-1 in reading and at grade 3 in mathematics. Best consistency of effects over the four years is found in the Parent Implemented and the Bilingual Models for both reading and mathematics in the program years. In the post-program grades, the Philadelphia Process, EDC and Behavior Analysis Models, show best consistency of Head Start effects in reading and the Bank Street and Behavior Analysis Models show best consistency of Head Start effects in mathematics.

2. The Effect of Maximum Exposure

TFT shows an exposure effect (i.e., higher performance by pupils with maximum program exposure than by the total group of pupils) for both reading and mathematics at all grades 1-6. Strongest exposure effects in reading occur in the Behavior Analysis and the Parent Implemented Models for both the program and the post-program grades. The strongest exposure effects in mathematics occur in the Parent Implemented, Behavior Analysis and the Bank Street Models for the program grades and in the Parent Implemented and Philadelphia Process Models for the post-program grades.

Over the years, TFT shows general consistency of exposure effects at

all grades (K-6) for all tests except second-grade reading. For the program grades, greatest consistency of exposure effects is found in the Behavior Analysis Model for both test areas. In the post program grades greatest consistency is found in the Behavior Analysis, Bilingual and Parent Implemented Models for both test areas, and in the Bank Street Model for mathematics scores.

3. The Effect of Absence Rates

For TFT, an absence effect (i.e., higher performance by pupils with fewer than sixteen days absence) is found for both reading and mathematics at all grades K-6. The strongest absence effects in reading are found in the EDC Model for the program years and in the Behavior Analysis Model for the post-program grades. For mathematics the strongest absence effects are found in the Bank Street Model for the program years and for the post program grades in the Bank Street and Philadelphia Process Models.

The above findings indicate that the Total Program aggregate (TFT) shows consistent effects for Head Start, exposure and absence rates as might be expected. In particular models (notably Behavior Analysis, Parent Implemented and EDC, but also Philadelphia Process and Bilingual), the effects are more frequent, stronger or more consistent than in the remaining models.

II. TEACHER AND PUPIL CONTINUANCE; PUPIL ABSENCE

A. Continuance and Transience Among Teachers and Pupils in the Follow Through Program, 1971-1975

As in previous years the program as a whole shows adequate program continuity to guarantee its intended longitudinal effect. Of the 350 teachers assigned to the program during the four-year period, 1971-72 to 1974-1975, 208 (59%) remained in the program.

A total of 7,936 pupils, were identified as initially entering the program between 1971-1972 and 1974-1975. This figure represents those children who had exposure to the program for at least five months in any given year after entering over the four year span. Of these, 64% remained through 1974-75. The retention rate for those pupils entering the program with Head Start or equivalent experience was 73% over the four years, while the rate for the non-Head Start group was 58%. As in previous years, then, Head Start or equivalent experience continues to be associated with higher retention.

Model comparisons indicate that the highest continuance rates for both the total Follow Through group and for the subgroup with Head Start experience were consistently found in the Bank Street Model, while the Florida Parent and Bilingual Models showed the most pupil mobility.

B. Follow Through Pupil Absence Rates

Follow Through program absence data for the 1974-1975 school year were analyzed according to six absence intervals, 0, 1-5, 6-15, 16-35, 36-75, and over 75. In the program as a whole, across all models and all grades (K-3), 54% of all children had absence rates of 15 days or less. The three highest ranking models were EDC (61%), Bank Street (58%) and Behavior Analysis (54%). When HS pupils were compared with NHS pupils in this low absence category the difference was ten percentage points in favor of the HS group.

At the kindergarten level, the absence rate was high (i.e., attendance was poor) in all models with 70% of all kindergarteners absent for more than 15 days. The EDC, Behavior Analysis and Bilingual Models had the lowest kindergarten absence rates with 39%, 32% and 32% respectively. When HS pupils are compared with NHS pupils the difference is 7 percentage points in favor of the HS group.

In first grade, across all models, 53% of the pupils were absent only 15 days or less. The EDC Model had the highest percentage of children (63%) in this low absence category, followed by Parent Implemented (59%) and Bank Street (55%). Again the HS group shows better attendance rates (60%) when compared with the NHS group (51%).

In second grade, 61% of all pupils were absent no more than 15 days, with the EDC and Florida Parent Models showing the highest percentages (70%). The HS group had (69%) as compared with the NHS group (57%).

At the third grade level, an even greater majority (67%) of all students was found to be absent 15 days or less, i.e., attendance was high. Model differences showed 78% for Bank Street, 71% for Behavior Analysis, and 68% for EDC, Parent Implemented and Philadelphia Process. The HS group had 73% in this low absence category while the NHS group had 63%.

Thus, as was found in 1973-1974, absenteeism was highest at the kindergarten level and lowest in third grade, i.e., progressively lower absence rates were found at each higher grade level. HS attendance rates were significantly better than NHS rates at all grade levels, as was the case in 1973-1974.

III. SUPPORTIVE SERVICES AND PARENT INVOLVEMENT

Supportive services and parent involvement information was collected by requesting that agency and school personnel complete monthly recording forms developed by the evaluation staff.

A. Supportive Services in Follow Through

Medical services information indicated that despite the fact that seven schools had no medical contracts until January, 1975 or later, 1732 pupils (71% of those referred) were treated for medical problems by contracted services. Apparently one of the major reasons why children who are referred do not receive treatment is that parents are unable to or, in any case, do not keep appointments.

Dental contracts were negotiated somewhat earlier and 1611 pupils (85% of those referred) were treated. In addition, five schools utilized non-contracted agencies where 571 more children received treatment, i.e., a total of 2,182 pupils were treated for dental problems.

Due to increased personnel costs, psychological services were minimal with only 9 of 18 schools having any form of contracted service. As a result, 192 pupils (57% of those examined) were treated for psychological problems

In terms of social services, 9,396 home visits were made during the school year and 4,968 (82%)[1] families received help from social service personnel.

[1] This figure may be somewhat inflated since it was not possible to determine whether the same or different families were being reported each month.

B. Parent Involvement in Follow Through

Parent involvement in the program continues to function well, with only one Policy Advisory Committee (PAC) operating at a minimal level at one school site. Fourteen of the 18 Follow Through schools succeeded in involving at least 70% of the parents in one school meeting or affair during the year and in working with at least two community groups on a common project. Follow Through parents also donated a total of 47,483 volunteer hours to the program during the course of the year.

In addition, the Model Management concept, which enables parents to meet, on a regular basis, with principals and school staff and engage in shared management and problem-solving, continues to be operational throughout the program.

IV. EXPANSION PROGRAM: PRE-PROGRAM DATA

The Follow Through Expansion Program involves 46 schools in all eight districts. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools:- Option 1: a local adaptation of the Behavior Analysis Model, Option 2: a Behavior Analysis/Bank Street combination, Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools, Option 4: a local adaptation of the Bank Street Model and Option 5: a Bank Street/Bilingual combination.

Pre-program questionnaires were completed by principals (41), resource teachers (10), teachers (125) and aides (79). The questionnaires yielded background information on program personnel as well as pre-program attitudes. The findings indicate that the majority of principals were satisfied with the model assigned to their school, and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses (84%) and Option 1 the lowest (49%).

Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level.

In terms of achievement based on cross-sectional analyses, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in all test areas in kindergarten and first grade, and in all test areas on mean performance and percentage above the 50th percentile in second grade. However, TFT fails to exceed TNF in third grade. The Behavior Analysis and Parent Implemented Models generally exceed their district NFT groupings at all grade levels, and rank first and second respectively with the Bank Street Model, in third place.

Comparing 1975 results with 1974 results, keeping in mind that different norms tables were employed, TFT exhibits higher percentile rankings at all grade levels (K-3) in 1975.

As part of the local expansion of Follow Through the program was extended into fourth grade at the original 18 schools in March, 1975. Baseline data indicate that the schools in the Parent Implemented, Bank Street and Philadelphia Process Model sites rank first, second, and third respectively at that grade level.

Quasi-longitudinal analyses reveal in both reading and mathematics at all grade levels (K-6): 1) a Head Start or equivalent experience effect, 2) an exposure effect, and 3) an absence effect, i.e., higher performance levels were evidenced for pupils with pre-school experience and/or maximum exposure to the model and/or low absence rates.

Sufficient program continuity was evident over the four years, 1971-72 to 1974-75 to produce its intended longitudinal effects. Fifty-nine percent of the 350 teachers assigned to the program during that time remained in the

program. Of the 7,936 pupils who entered the program during this four-year period, and remained for at least five months in each succeeding year, 64% have remained.

In the program as a whole, 54% of all children had absence rates of only 15 days or less. Absenteeism was found to be highest at the kindergarten level and lowest in third grade indicating a steady progression toward decreased absence rates at each higher grade level. Higher attendance was consistently associated with Head Start or equivalent experience.

Supportive services information indicates that 1,732 pupils (71% of those referred) were treated for medical problems and 2,182 pupils were treated for dental problems. Due to increased personnel costs, psychological services were minimal and only 192 pupils were treated for psychological problems. In terms of social services, results indicate that 9,396 home visits were made during the school year and that 82% of the Follow Through population received help of a social service nature.

Parent involvement information indicates that the parental component continues to function well, with only one PAC operating at a minimal level at one school site. Follow Through parents donated 47,483 volunteer hours to the program during the year and the model management concept continues to be fully operational.

Pre-program questionnaires in the Follow Through Expansion Program completed by principals, teachers and aides indicate that: 1) the majority of principals were satisfied with the model assigned to their school, and expected Follow Through to have a strong effect on pupil

achievement, parent participation, staff development and the motivation of instructional personnel; 2) the majority of teachers (67%) evidenced positive reactions to the prospective program with Option 4[1] teachers eliciting the highest percentage of positive responses (84%) and Option 1[2] the lowest (49%); 3) aides indicated increased clarity after training but somewhat lower enthusiasm possibly due to differences in previous training.

[1] A local adaptation of the Bank Street Model.

[2] A local adaptation of the Behavior Analysis Model.

BANK STREET MODEL:

The ultimate objective of the Bank Street approach is to enable the child in his initial years of schooling to build a positive image of himself as a learner. The teacher introduces activities and plans events, but teaching is in terms of how the individual child responds with a strong emphasis on diagnosis and individualized follow-up. The curriculum progresses from child-oriented to social content within the context of relevant classroom and community themes. In reading, a traditional basal approach is employed utilizing the Bank Street Series.

BEHAVIOR ANALYSIS MODEL:

Primary emphasis is given to the basic academic skills of reading, arithmetic and handwriting, using programmed materials and a token economy. In reading, the McGraw Hill-Sullivan Series is employed, which is a programmed linguistic approach with a strong decoding emphasis.

BILINGUAL MODEL:

The program is designed for Black and Puerto Rican children, and addresses itself to both linguistic and cultural differences. Instruction is initiated in the child's dominant language, and bicultural experiences are an integral part of the program. In Philadelphia, the Lippincott Reading Series is employed at two schools. This is a linguistically-oriented basal approach. In addition, the Bolar Spanish Reading Series is utilized for the Spanish component. At the third school, the Bank Street Series is used for English and the Laidlaw Series for Spanish.

EDUCATIONAL DEVELOPMENT CENTER (EDC):

This approach stresses the "open classroom," attempting to be responsive to the individual needs of children while simultaneously taking into account the particular talents and styles of individual teachers. Traditional academic skills are important, but children have the chance to pursue them in more flexible, self-directed ways. In Philadelphia, two schools utilize the Lippincott Series for reading, although the Encyclopedia Brittanica, a language-experience approach is used at one of these schools in kindergarten. At the third school the Houghton Mifflin Series is utilized, which is a traditional basal approach.

FLORIDA PARENT EDUCATION MODEL:

The key element of the program is the training of community people in the combined role of parent educator and teacher aide. The parent educator makes periodic home visits to demonstrate to the mother learning tasks aimed at fostering the child's development. In Philadelphia, the McGraw Hill-Sullivan Reading Series is used at both schools in this model, although at one school

B. R. L.-Sullivan (a programmed linguistic approach) is used at the kindergarten level, and at the other school one third of the classes employ the Bank Street Series.

PARENT IMPLEMENTED MODEL:

Parent involvement is the keynote of this model, which is represented by one school. However, it should be noted that the parental component has been a priority area throughout the program in Philadelphia. In 1968-1969, the Parent Board selected the Philadelphia Process approach for the instructional component within this model. In reading, the Scott-Foresman Series is utilized which employs a traditional basal approach.

PHILADELPHIA PROCESS MODEL:

The focus of this program is a process approach to learning using the AAAS science materials as a prototype for teaching in all curriculum areas. In reading, the McGraw Hill-Sullivan Series is employed at two schools, using the Bank Street Series as a supplement. The third school uses the Lippincott Series.

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